

In town you may have noticed...
the big flashy signs and glitzy front
entrances; may even have tried the
fast tasty meals that were served by
happy, helpful and knowledgeable
staff.

But...were you invited to visit after
hours, help in the kitchen, know the
ingredients in the secret herbs and
spices or ask the staff why they were
so happy?



Well here in the country we have a half hidden sign, pot-holed front entrance, nutritious slowly cooked meals made solely for you and your kin and our workers smile lots...ask them why.

We invite you to visit anytime, help in the kitchen, alter the ingredients and share in our recipes.

This is the Warrington Café...step through the doors, browse awhile before choosing your courses and enjoy.



Year 7 and 8 Menu

**Warrington
Café
.. a local café
for local
people**



Chefs – general talents



- **Trisha and Nathan – distinctively different in their culinary styles and both brings strengths from previous work and life experiences**
- **Complementary and different – Sweet and sour, vegan or meat, mains and desserts. Styles that work together in harmony to cater to all tastes and requirements.**
- **Each course served is specifically made to order for your families tastes alone. No rehashed meals from last week or year.**
- **Input into our menu and ingredients from students and parents is encouraged**
- **Sound knowledge of students and their dietary requirements means no down time in “learning” about student’s tastes**
- **We serve each table with our knowledge – you won’t be given a number and asked to wait in the queue**
- **Takeaways by negotiation**

Chefs – specific talents

- Trisha – strengths in serving eco and virtues all scientifically tossed together with nourishing amounts of maths and English and is vigorously simmered with her passion and enthusiasm for learning
- Nathan – specialty in stir fried Englihs, EOTC and The Arts, seives together both ICT and envirethical mixtures



Specialities of the Café



- Diners are encouraged to participate and share in a partnership of ideas and creativity
- Equipment to diner ratio is superb – sterile cutlery
- Café proprietors committed to staying current
- A Portfolio of both written and digital content available for viewing during the dining and after the completion of the year 8 meal
- Visiting town café (DNI) to see what they have to offer – Thursday afternoon - food, hard and soft materials
- Technology Challenge at EOHS
- Inquiry based and traditional mix
- Large amount of chefs for such a small clientele - ideal for specialised dining
- Well resourced kitchen for number of patrons
- Class council allowing input into the café from the patrons
- Small group catering course with Nathan working on ethnic dishes, ICT dining and EOTC

Ingredients

- ICT
- Beach/Surf Education
- Class council projects
- Environmental -recycling/gardening/paddock
- Inquiry Based Learning
- Kayaking/Sailing/Hiking
- Book Club
- Quarantine Island and Sutton Camp
- High School integration programme
- Rabbit Island camp and community service



Café Programme

- NZ Curriculum
- Warrington Curriculum
- Learning styles
- Johari window
- Art Costa's 16 Habits of Mind
- Edward deBono's thinking tools
- Multiple intelligences
- Lead Role in school productions
- Outdoor – proficiency training
- Second Language
- Tikanga Maori

Left Hemisphere's Modes of Thinking	Right Hemisphere's Modes of Thinking
Verbal: Using words to name, describe, define	Nonverbal: Showing an awareness of things but minimal connection with words
Analytic: Figuring things out step by step and part by part	Synthetic: Putting things together to form wholes
Symbolic: Using a symbol to stand for something	Analogic: Seeing likenesses between things; understanding metaphoric relationships
Abstract: Taking out a small bit of information and using it to represent a whole thing	Concrete: Relating to things as they are at the present moment
Temporal: Keeping track of time; sequencing one thing after another, doing first things first, second things second, and so forth	Nontemporal: Being without a sense of time
Rational: Drawing conclusions based on reason and facts	Nonrational: Not requiring a basis of reason or facts; willing to suspend judgment
Digital: Using numbers as in counting	Spatial: Seeing where things are in relation to other things and how parts go together to form a whole
Logical: Drawing conclusions based on logic; one thing following another in logical order—for example, developing a mathematical theorem or a well-stated argument	Intuitive: Making leaps of insight, often based on incomplete patterns, hunches
Linear: Thinking in terms of linked ideas, one thought directly following another, often leading to a convergent conclusion	Holistic: Seeing whole things all at once; perceiving overall patterns and structures, which often leads to divergent conclusions

Adapted from W. Weiten, Psychology: Themes and Variations, 5th Edition. Belmont, CA: Wadsworth/Thomson Learning, 2002, p. 88 [which in turn was reprinted from B. Edwards, Drawing on the Right Side of the Brain. Copyright 1989 by Betty Edwards].

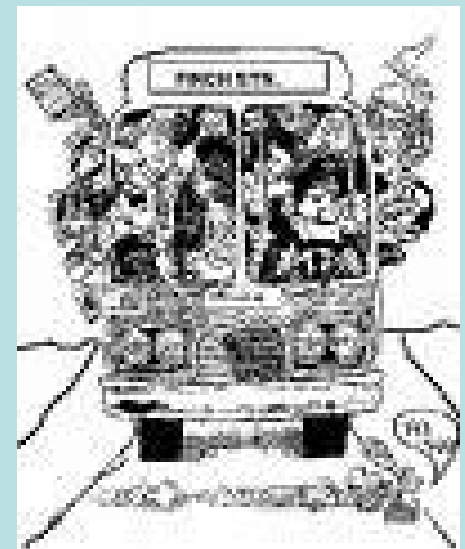
Calories/nutrition



- Lunchtime supervised eating
- Junk food not sold in or near our premises
- Our sports menu focuses on participation and success for all but still is mainly a take-away option
- Our seafood chowder and fresh water muscles are a café speciality
- Imaginative and creative play encouraged
- Sexuality education will be served with parental knowledge and input

Café Transport

- Our friendly seated bus service is available to the Warrington Café clientele and is not dependent on being under patronised
- Bus service is brief allowing time for leisure pursuits both before and after dining



All I Ever Really Needed to Know I Learned in Kindergarten

- by Robert Fulghum

- Most of what I really need to know about how to live, and what to do, and how to be, I learned in Kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.
- These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work some every day.
- Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
- Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.
- And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: *LOOK* . Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation, ecology and politics and sane living.
- Think of what a better world it would be if we all - the whole world - had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

Finally

- This is the opportunity for everyone involved to create a café that meets the needs of its clientele – well prepared food cooked with pride, using up to date technology and healthy ingredients

"Our indication of educational success must be much less a measure of what students know, and much more a measure of what they can teach themselves"
– David Warlick

"Make big Plans ...small plans arouse little enthusiasm"
Bruce Robertson